



Developing Cultural Competency: A Metacognitive Approach

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Acknowledgement of Country

- Definition: An Acknowledgement of Country is a way for all people to show awareness of and respect for Aboriginal cultures and heritage, and the ongoing relationship the traditional custodians have with their land or waters.
(DoE's Welcome To Country And Acknowledgement Of Country Protocols)

Context

The setting events for professional engagement

- The Kimberley:
 - 30 different languages and four main language families
 - Population size approximately 40 000* people
 - Just under half of population Indigenous / rates of Indigeneity
 - Land surface area 423 000 square kilometres
 - Tropical Monsoon Climate / seasonal impact on mental health
 - Population level issues:
 - Intergenerational trauma / displacement / complex trauma
 - Foetal Alcohol Spectrum Disorders (FASD) and FAS
 - Suicide Behaviour and rates of Non-Suicidal Self-injury (NSSI),
 - Child Protection and % of children in care
 - Cultural resilience and strength*

Kimberley Region – First Nations



<http://www.abc.net.au/indigenous/map/>

Professional Context

The Kimberley Cross-sectoral School Psychology Service

- The Kimberley School Psychology Team
- Cross-sectoral delivery service (43 schools)
- Guiding Philosophies:
 - Professional Standards
 - Development of cultural competency
 - Health and Wellbeing
 - Connectedness
 - Synthesis with Aboriginal Education

Key Session Outcomes

By the end of today's workshop participants will:

- Develop their understanding of how a metacognitive approach impacts upon professional practice;
- Understand the transferable nature of a metacognitive practice in engaging with a diverse range of cultural and ethnic clients / populations.
- Understand how sound ethical, psychological practice is maintained in diverse remote settings (with an attentiveness to cultural and contextual markers);
- Recognise the importance of cultural consultancy as a mechanism for guiding ethical practice;



The background of the slide is a photograph of a desert landscape featuring prominent, layered red rock formations. The rocks are stacked in a way that creates a sense of depth and scale, with some peaks reaching towards a clear, bright blue sky. The lighting is bright, casting shadows that emphasize the textures and contours of the rock faces. The overall color palette is dominated by the warm, earthy tones of the red rocks and the cool blue of the sky.

METACOGNITION: A SPECTRUM OF CULTURAL COMPETENCY

What skills can you apply to your work to progress along the spectrum?

Metacognition: A spectrum of cultural competency

Metacognition:

1. An awareness of our own thought processes (thinking about thinking);
2. The development of regulation and control over those processes.

Cultural Competency:

The ability to think, feel and behave in ways that acknowledge, respect and build upon diversity (Lynch and Hansen 1998); the ability to identify and challenge one's own cultural assumptions, values, and beliefs... develop empathy and connected knowledge... and the ability to see the world through another's eyes (Stewart, 2006).

We don't see the world
as it really is...
we see it as we are

Gandhi



Metacognition: A spectrum of cultural competency

Why do we require cultural competency?

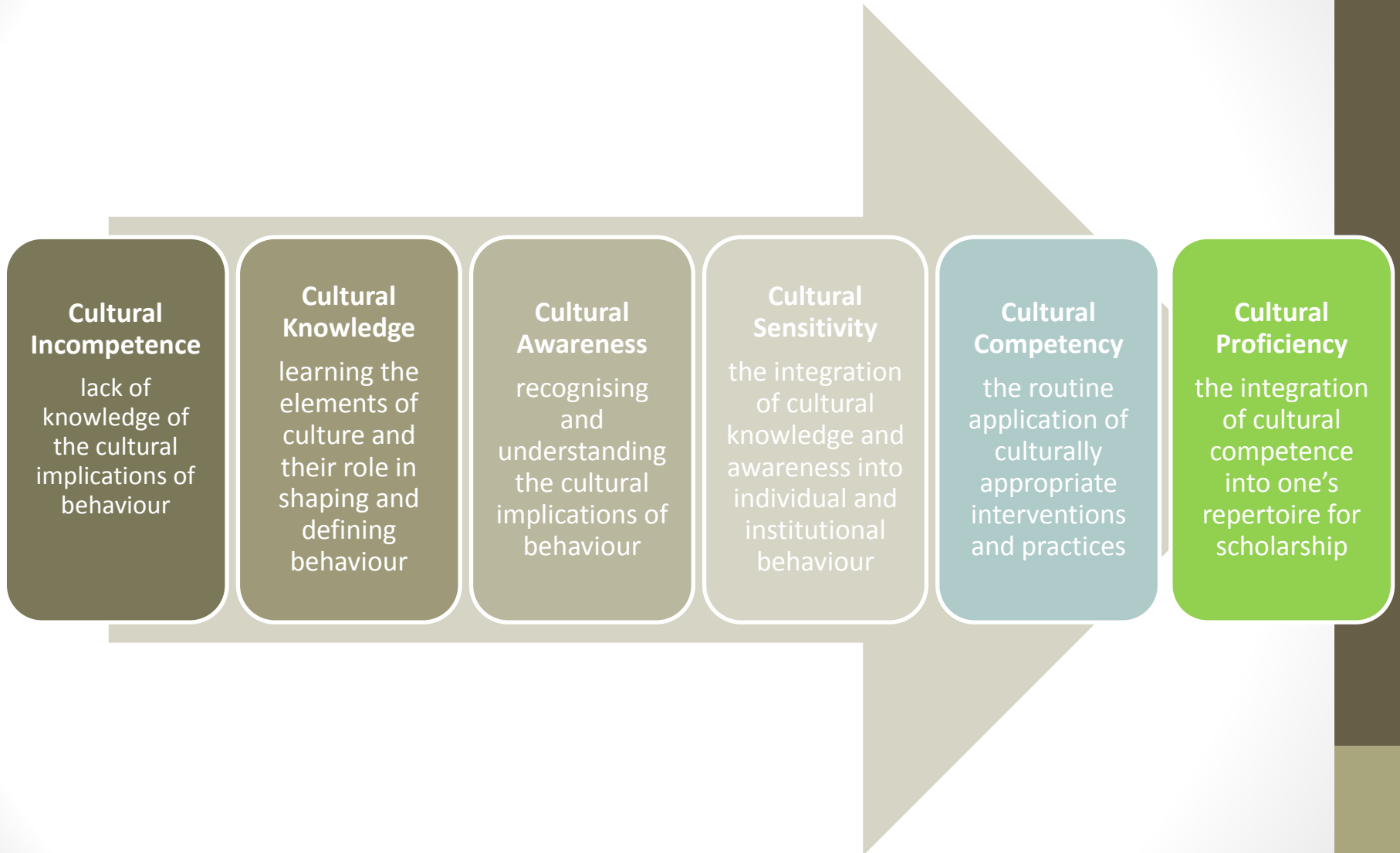
Psychology Board of Australia: Core Competency #7

Demonstrated competence in working with people from diverse groups relevant to the Australian context



“The ability to *apply knowledge and understanding* of how the practice of psychology is *influenced by social, historical, professional and cultural contexts*... demonstrating the ability to *competently* and *ethically* practice with people who differ from the... psychologist ... includes sensitivity and knowledge of working with Aboriginal and Torres Strait Islander people.”

Cultural Competence as a Continuum



Public education
Discover a world of opportunities

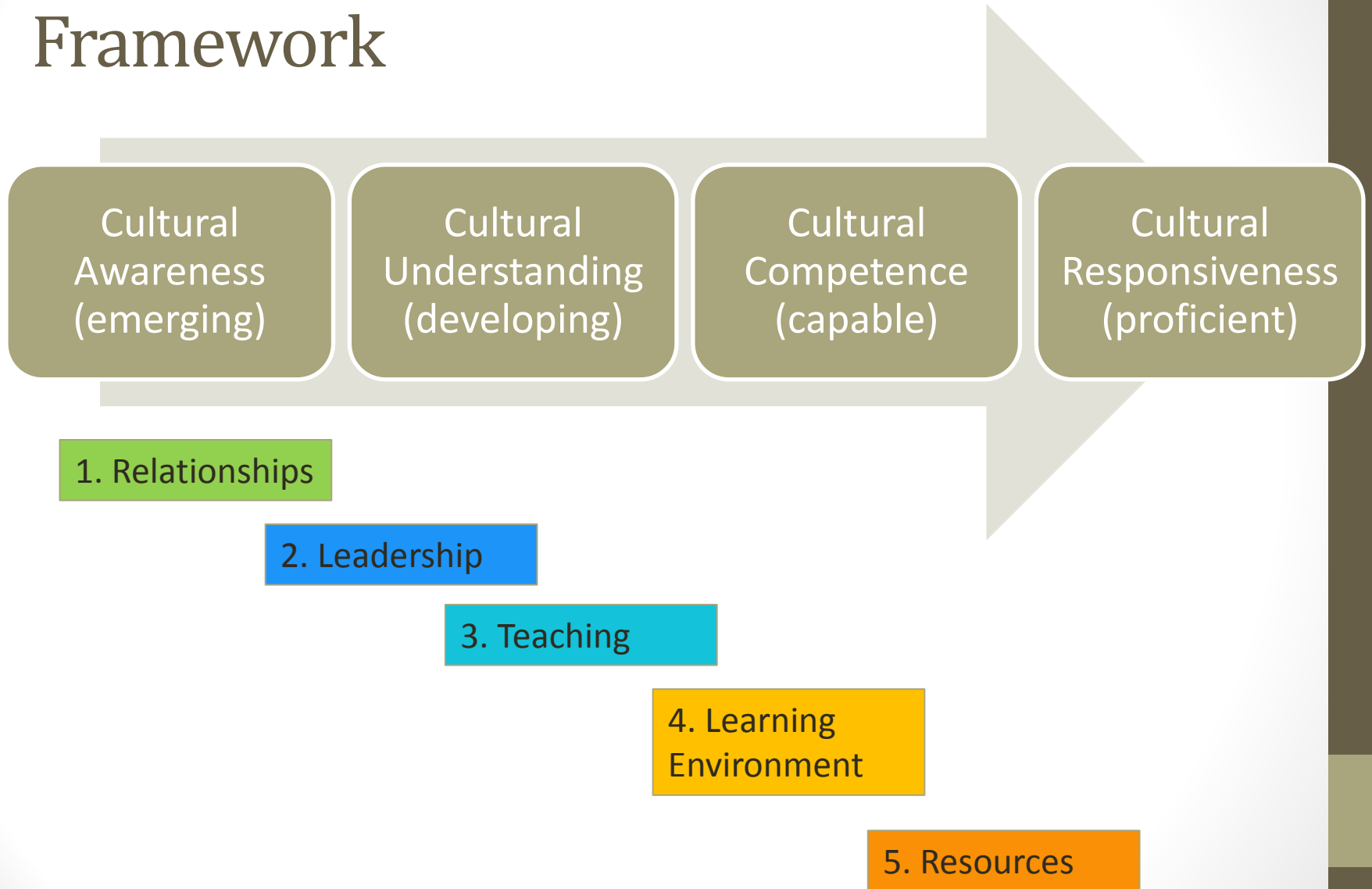
ABORIGINAL CULTURAL STANDARDS FRAMEWORK



Department of
Education



Aboriginal Cultural Standards Framework



Metacognitive practices

Question

Analyse

Seek other
perspectives

Define the
issue

Record Activities
and
observations

Map

Embedding Evidence-based Practice in diverse settings

The Culturally Reflective Practitioner

MENTAL HEALTH ASSESSMENT IN CROSS-CULTURAL SETTINGS

CONSIDERING CULTURE-BOUND SYNDROMES

Tracey Westerman understandings....

- Longing for country (as opposed to Depression)
- Sorry cutting (as opposed to Self Injury)
- Spiritual visits (as opposed to psychosis symptoms)
- Being “sung” (as opposed to psychosis symptoms)

Embedding Evidence-based Practice in diverse settings

The Culturally Reflective Practitioner

- *Mental Health: Approach to Self-harm and Suicidal Ideation*

WESTERMAN'S RECOGNISED RISK FACTORS:

- *Impulsivity (64%)*
- *Method (hanging most common)*
- *Role of depression (19% of Aboriginal suicides had depression)*
- *Psychiatric disorders*
- *Previous attempts and exposure to suicidal behaviours*
- *Alcohol, drug use and FAS/pFAS*

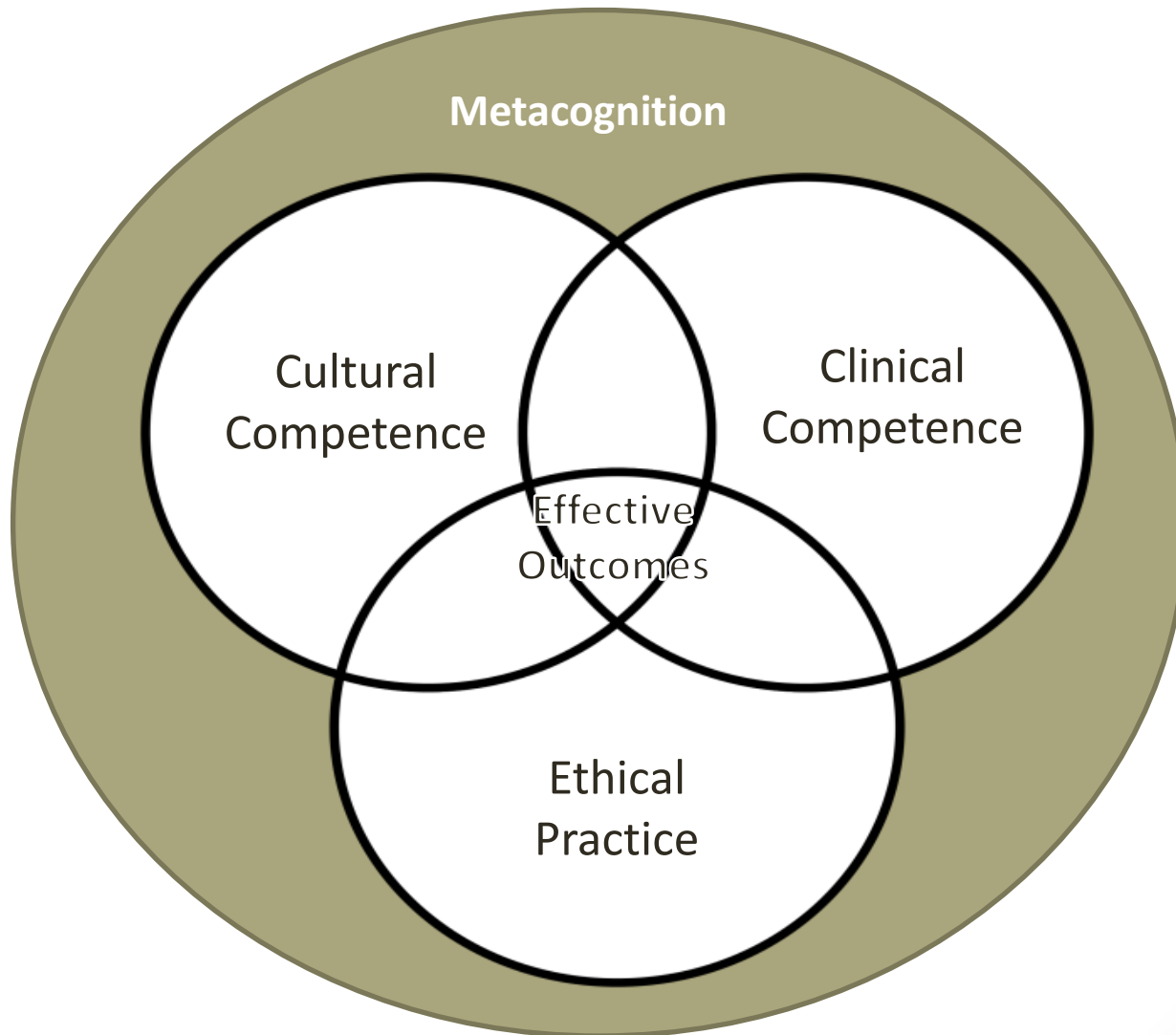
Safety Plan Example



CODE OF ETHICS

Applying the APS Code to Working with People from Diverse Groups

A Place for Ethical Practice



The Code of Ethics states

“The Code expresses psychologists’ responsibilities to their clients, to the community and society at large, and to the profession ...” (*APS Code of Ethics, pg 7*)

“The Code should also be interpreted with reference to, any organisational rules and procedures to which psychologists may be subject” (*APS Code of Ethics, pg 7*)

Australian Psychological Society. (2007). *Code of Ethics*

The Code of Ethics is built on three general ethical principles.

GENERAL PRINCIPLES

- A. Respect for the rights and dignity of people and peoples
- B. Propriety
- C. Integrity.

“Psychologists regard people as intrinsically valuable and respect their rights, including the right to autonomy and justice”

(APS Code of Ethics, pg 11)

We co-create power in every moment of every interaction

Ralph Stacey 2005



General Principle A

Respect For The Rights & Dignity Of

People & Peoples

Ethical Standards

- A.1 Justice
- A.2. Respect
- A.3. Informed consent
- A.4. Privacy
- A.5. Confidentiality
- A.6. Release of information to clients
- A.7. Collection of client information from associated parties

A.2. Respect

Demonstrating Respect in the Kimberley



A.3. Informed Consent

*Demonstrating the complexities of gaining
Informed Consent in the Kimberley*



A.4: Privacy

*Demonstrating the importance of considering
Privacy in the Kimberley*



General Principle B

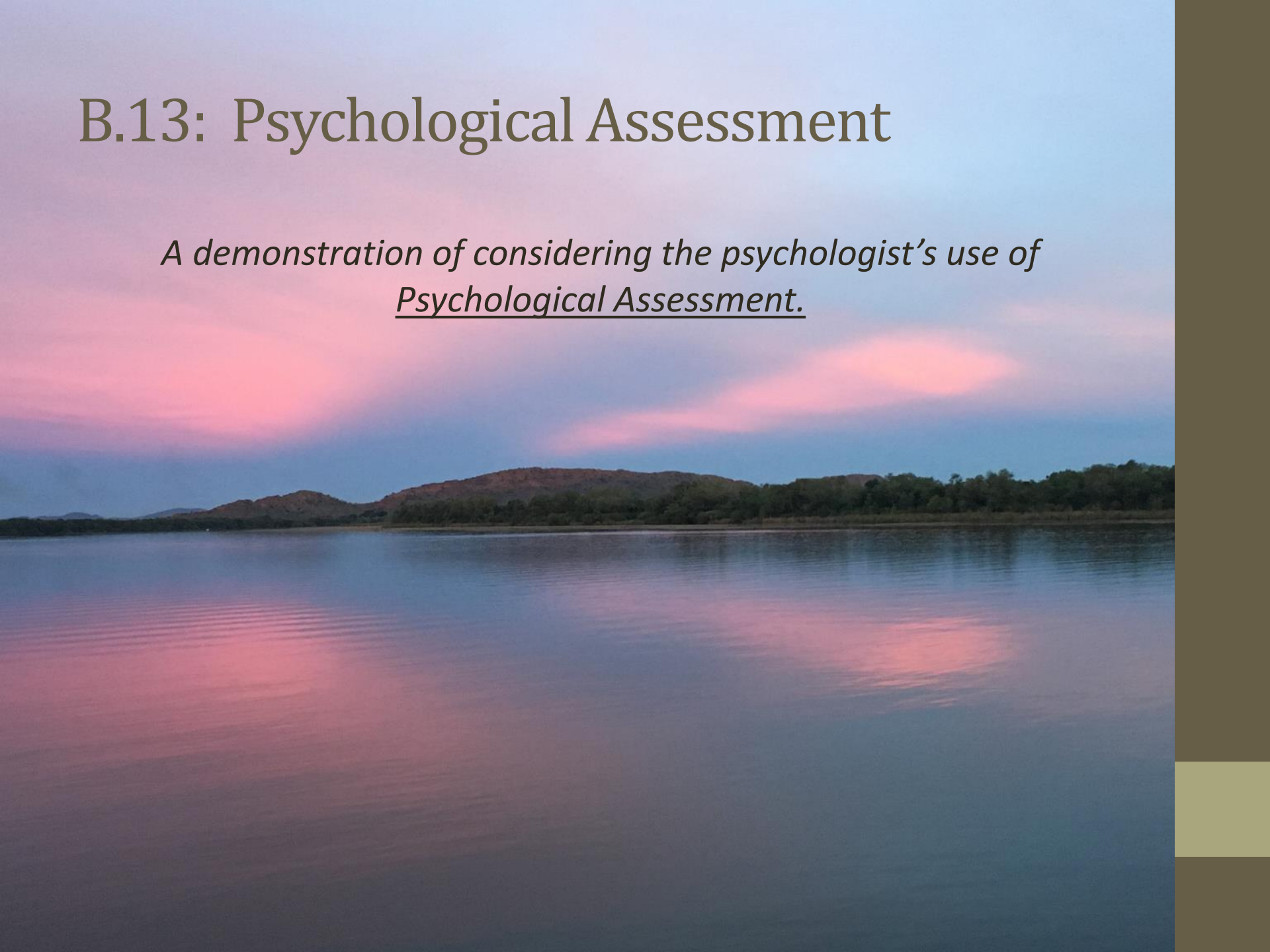
Propriety

Ethical Standards

- B.1. Competence
- B.2. Record keeping
- B.3. Professional responsibility
- B.4. Provision of psychological services at the request of a third party
- B.5. Provision of psychological services to multiple clients
- B.6. Delegation of professional tasks
- B.7. Use of interpreters
- B.8. Collaborating with others for the benefit of clients
- B.9. Accepting clients of other professionals
- B.10. Suspension of psychological services
- B.11. Termination of psychological services
- B.12. Conflicting demands
- B.13. Psychological assessment
- B.14. Research

B.13: Psychological Assessment

*A demonstration of considering the psychologist's use of
Psychological Assessment.*



- Refer here to the “6. Guidelines for conducting other forms of assessment with indigenous people (page 11)” from:

The Australian Psychological Society (2008).

*Guidelines for the provision of psychological services for,
and the conduct of psychological research with,
Aboriginal and Torres Strait Islander people of Australia.*
APS: Melbourne.

General Principle C

Integrity

Ethical Standards

- C.1. Reputable behaviour
- C.2. Communication
- C.3. Conflict of interest
- C.4. Non-exploitation
- C.5. Authorship
- C.6. Financial arrangements
- C.7. Ethics investigations and concerns

C.2: Communication

A demonstration of how to ensure Communication is clear, appropriate and respectful



Reflecting on the Literature:

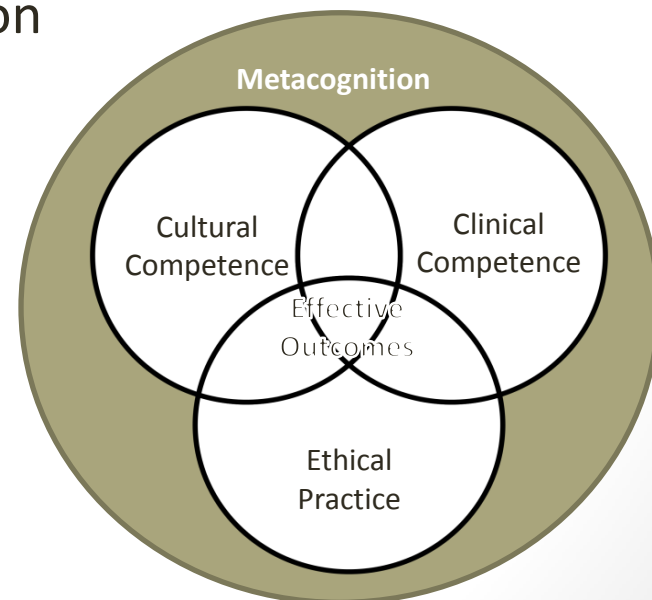
Keeping the research and evidence at the fore of our practice

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Summary of Key Outcomes

Reflecting on our learning and integrating into our approach as a psychologist

- Reflecting on cognitive processes – thinking about thinking – developing self regulation as a mechanism of modifying practice
- Synthesis of cultural competence, clinical competence, and ethical practice by way of engaging in metacognition
- Promotion of constructive reflection
- Cultural competency as a dynamic process



Adapted from T Westerman

Summary of Key Outcomes

Reflecting on our learning and integrating into our approach as a psychologist

- Identify and challenge cultural assumptions, values and beliefs to develop empathy
- Regulating thinking by using a structured framework to navigate complex challenges
- Apply knowledge and understanding of how psychology is influenced by social, historical, professional and cultural contexts

Encouraging Self-reflection:

The takeaway thoughts.....

1. What potential is there for bias / prejudice in me as a psychologist? Do I have insight into my blind spots?
2. How well developed is my level of attunement relating to culture, psychological practice and metacognition?
3. What is my next most powerful step furthering this development?